

Learning language with the Lady of Shalott

**A poem based unit for the junior secondary
English classroom**

IFTE Conference
Auckland, April 2011

Garry Collins gazco48@bigpond.net.au

What the abstract said

- This session will outline a **term-long unit** of work for the **junior secondary English** classroom based on Tennyson's poem "**The Lady of Shalott**".
 - **writing workshop** procedures
 - some **functional grammar**
 - a bit of playful anachronism



The Lady of Shalott

- By Victorian poet, Alfred, Lord Tennyson
 - Written in 1843, the poem conjures up the legendary world of **King Arthur** and “many towered **Camelot**” as the setting for the tragic tale of the beautiful but doomed lady of the title.
-



Tennyson

Alfred, Lord
Tennyson

1809 – 1892

English poet

Victorian era

My Lord?

Alf?

Tenny?




Stanza 1

**Some introductory
learning opportunities**

- On either side the river lie
Long fields of barley and of rye,
That clothe the wold and meet the sky;
And through the field the road runs by
To many-towered Camelot;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.

Stanza is to **poetry**
As **paragraph** is to **prose**



The IE/EI 'Rule'

Spelling Quiz

- ☐ On either side the river lie
Long **fields** of barley and of rye,
That clothe the wold and meet the sky;
And through the field the road runs by
To many-towered Camelot;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.

The hop/hope
'Rule'

The IE/EI 'Rule'

I before E,
except after C,
when the sound is EE

field, **yi**eld, **shi**eld,
wield

re**ce**ive, de**ce**ive,
per**ce**ive, con**ce**ive

But **seize** is an exception.

The hop/hope 'Rule'

Hop 1 syllable, short vowel	Hope 1 syllable, long vowel
Adding a suffix beginning with a vowel	
hopp ed , hopp ing , hopp er	hop ed , hop ing , hop er
gazzing (?) Gazza	gazing , gazed,
Sit → sitt er , sitt ing	Site → sited, sit ing
Scrap → scrapp ed , scrapp ing , scrapp er	Scrape → scrap ed , scrap ing , scrap er

Hunt the **homophone**

- On either side the river **lie**
Long fields of barley and of **rye**,
That clothe the wold and **meet** the sky;
And **through** the field the **road** runs **by**
To many-towered Camelot;
And up and down the people go,
Gazing **where** the lilies blow
Round an island **there** below,
The island of Shalott.
-

Homophones

lie	lye	by	buy, bye
rye	wry	to	too, two
meet	meat	where	wear, we're
through	threw	there	their, they're
road	rode		

These could lead to a look at
use of the apostrophe.

Maybe a **cloze** exercise

- ☐ On either side the river lie
Long 1 of barley and of rye,
That clothe the 2 and meet the sky;
And 3 the field the road runs by
 4 many-towered Camelot;
And up and down the people 5 ,
Gazing where the lilies blow
Round an island there 6 ,
The island of Shalott.
-

Any unfamiliar **vocabulary**?

- On either side the river lie
Long fields of barley and of rye,
That **clothe** the wold and meet the sky;
And through the field the road runs by
To many-towered Camelot;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.


Noun **cloth** vs
verb **clothe**;

cf

breath vs
breathe

Any unfamiliar **vocabulary**?

- On either side the river lie
Long fields of barley and of rye,
That clothe the **wold** and meet the sky;
And through the field the road runs by
To many-towered Camelot;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.



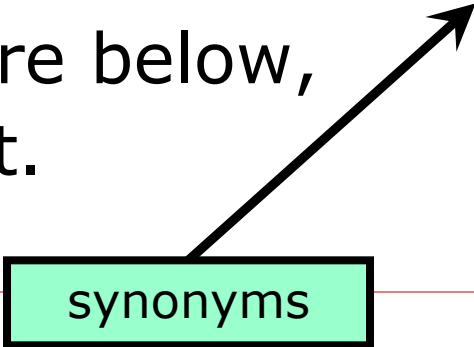
Not a
misprint for
"world"

Deduce the possible meaning

- On either side the river lie
Long fields of barley and of rye,
That clothe the ? and meet the sky;
And through the field the road runs by
To many-towered Camelot;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.

- ground ?
- country ?
- land ?
- terrain ?

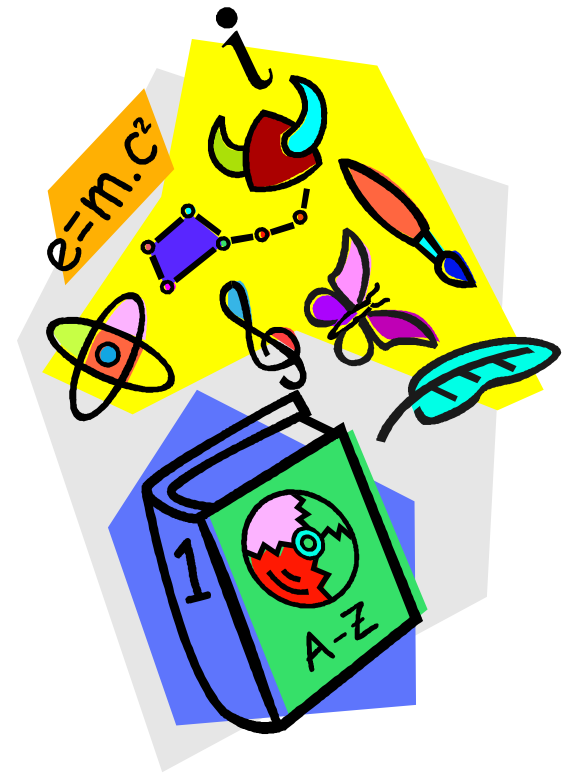
synonyms



Dictionary Word Entries

□ Information to be gleaned


1. Spelling
2. Pronunciation
3. Alternate forms (eg plural)
4. Word class
5. **Meaning/s** ←
6. Word origin (etymology)



encarta.msn.com

1. **wold** [wōld]
 2. (*plural* wolds)
 3. Noun
 4. upland or rolling country, especially when treeless
 5. [Old English *wald*, *weald* "forest" < Indo-European, "wild"]
-

www.m-w.com

- ❑ Main Entry: **wold**
 - ❑ Pronunciation: 'wOld
 - ❑ Function: *noun* 
 - ❑ Etymology: Middle English *wald, wold*, from Old English *weald, wald* forest; akin to Old High German *wald* forest, Old Norse *vollr* field
 - ❑ **1** : a usually upland area of open country
 - ❑ **2** *capitalized* : a hilly or rolling region -- used in names of various English geographic areas <Yorkshire *Wolds*>
-

Word Classes (parts of speech)

Open Classes	Closed Classes
Nouns	Pronouns (eg. I, me, it, them)
Verbs	Prepositions (eg. in, to, of)
Adjectives	Conjunctions (eg. and, but, if)
Adverbs	Articles (a/an, the)

These represent the world

These are grammatical words

The diagram illustrates the relationship between open and closed word classes. A table with two columns, 'Open Classes' (yellow) and 'Closed Classes' (light blue), lists various parts of speech. A red arrow points from the 'Open Classes' column to a red box at the bottom left stating 'These represent the world'. A red arrow points from the 'Closed Classes' column to a red box at the bottom right stating 'These are grammatical words'. A dashed black double-headed arrow connects 'Nouns' in the Open Classes column to 'Pronouns' in the Closed Classes column. A blue curved arrow starts from the 'Verbs' row and points to 'Adjectives' and 'Adverbs' in the Open Classes column. Another blue curved arrow starts from the 'Conjunctions' row and points to 'Adjectives' and 'Adverbs' in the Open Classes column.

Open word classes

- On **either side** the **river lie**
Long fields of **barley** and of **rye**,
That **clothe** the **wold** and **meet** the **sky**;
And through the **field** the **road runs** by
To **many-towered Camelot**;
And **up** and **down** the **people go**,
Gazing where the **lilies blow**
Round an **island there below**,
The **island** of **Shalott**.

Content words:

nouns, verbs,
adjectives &
adverbs

Open class 'word families'

Noun	Verb	Adjective	Adverb
beauty	beautify	beautiful	beautiful ^{ly}
mystery	mystify	mysterious	mysterious ^{ly}
gaze	gaze		
road		Standard pattern Adverb = adjective + suffix ' ^{ly} '	

Word length?

- On **either** side the **river** lie
Long fields of **barley** and of rye,
That clothe the wold and meet the sky;
And through the field the road runs by
To **many-towered Camelot**;
And up and down the **people** go,
Gazing where the **lilies** blow
Round an **island** there **below**,
The **island** of **Shalott**.

Which words
have >1
syllable?

13 out of **54**

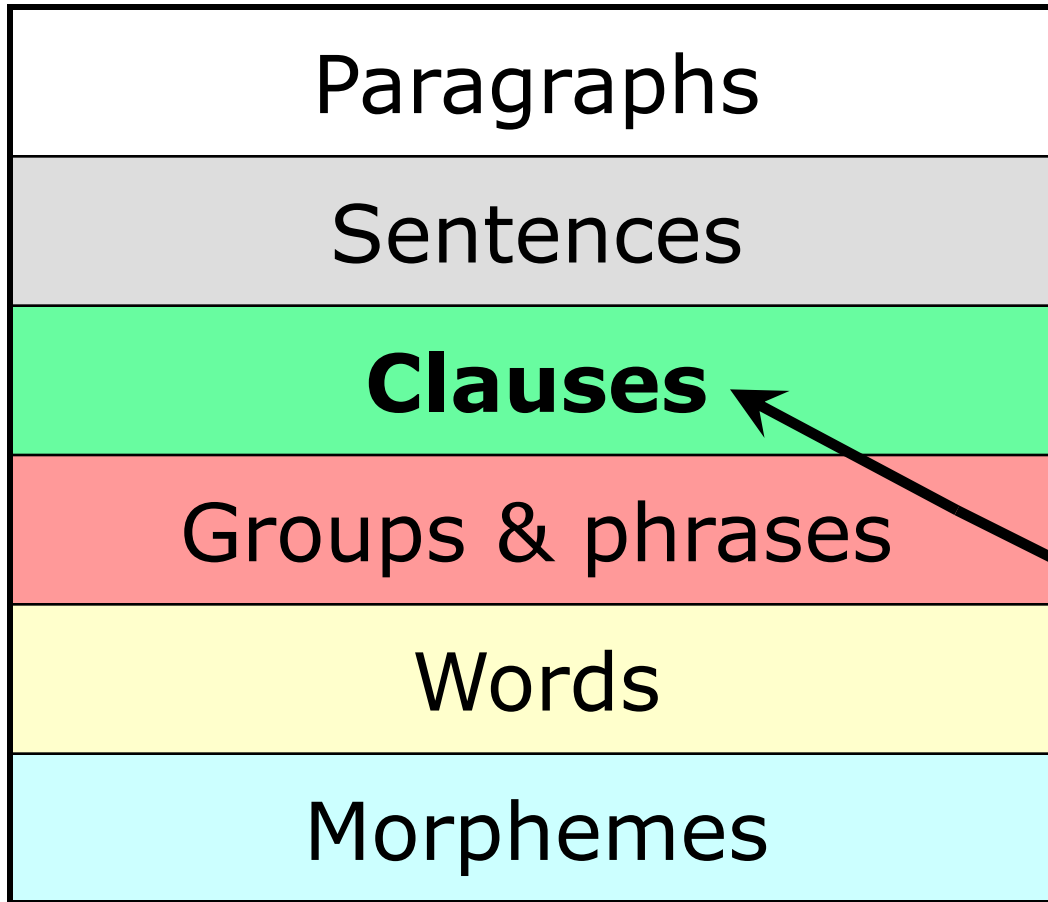
Verb groups

- On either side the river **lie**
Long fields of barley and of rye,
That **clothe** the wold and **meet** the sky;
And through the field the road **runs** by
To many-towered Camelot;
And up and down the people **go**,
Gazing where the lilies **blow**
Round an island there below,
The island of Shalott.

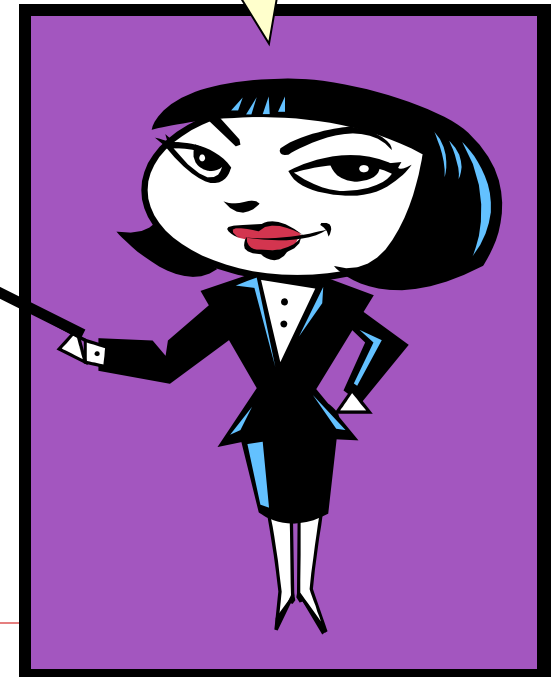
Rank Scale

- Sentence
- Clause
- Group/phrase
- Word

Grammar Rank Scale



The **clause** is the 1st level where we get a measure of completeness about the message.



The message in **prose**

1. On either side of the river there are long fields of barley and rye that cover the landscape and stretch to the horizon.
 2. The road running through the field leads to the many-towered city of Camelot.
 3. As people go up and down the road, they gaze at the island of Shalott where a lot of lilies grow.
-

Grammatical **Theme** – what's 1st

- ❑ **On either side of the river** there are long fields of barley and rye that cover the landscape and stretch to the horizon.
 - ❑ **Long fields of barley and rye** cover the landscape and stretch to the horizon on either side of the river.
-

Clause message elements

**The well known Lord Tennyson had written
this poem in 1843**

11 words

But 4 elements in the message

Clause message elements

**The well known Lord Tennyson had written
this poem in 1843**

The well known Lord Tennyson	had written	this poem	in 1843
Participant	Process	Participant	Circumstance: Time
Noun group	Verb group	Noun group	Prepositional phrase

Functional
elements

Grammatical
structures

Grammatical **Theme** – what's 1st

- ❑ **On either side of the river** there are long fields of barley and rye that cover the landscape and stretch to the horizon.
(Circumstance of Place)
- ❑ **Long fields of barley and rye** cover the landscape and stretch to the horizon on either side of the river. **(Participant)**

Here I've identified Theme in individual clauses

Grammatical **Theme** – what's 1st

- ❑ **As people go up and down the road**, they gaze at the island of Shalott where a lot of lilies grow.
- ❑ **People gaze at the lilies growing on the island of Shalott** as they go up and down the road.

Here I've identified which clause is in Theme position in the sentence.

Is there a **cohesion** problem?

- ☐ On either side the river lie
Long **fields** of barley and of rye,
That clothe the wold and meet the sky;
And through **the field** the road runs by
To many-towered Camelot;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.

Plural
noun

Definite
article &
singular
noun

What about the **punctuation**?

- On either side the river lie
Long fields of barley and of rye,
That clothe the wold and meet the sky;
And through the field the road runs by
To many-towered Camelot;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.
-

Convention of initial capitals

- **O**n either side the river lie
Long fields of barley and of rye,
That clothe the wold and meet the sky;
And through the field the road runs by
To many-towered Camelot;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.
-

What about the **punctuation**?

- On either side the river lie
Long fields of barley and of rye,
That clothe the wold and meet the sky;
And through the field the road runs by
To many-towered Camelot;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.

Semicolon –
indicates a pause
intermediate in
value between a
comma & a **full
stop**

, comma → ; semicolon → . full stop

What about the **punctuation**?

- On either side the river lie
Long fields of barley and of rye,
That clothe the wold and meet the sky;
And through the field the road runs by
To many-towered Camelot;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.

Semicolon –
links what could
otherwise be
separate
sentences

, comma → ; semicolon → . full stop

What about the **punctuation**?

- On either side the river lie
Long fields of barley and of rye,
That clothe the wold and meet the sky.
And through the field the road runs by
To many-towered Camelot.
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.



Semicolon –
links what could
otherwise be
separate
sentences
marked off by
full stops

Punctuation

1. On either side the river lie long fields of barley and of rye, that clothe the wold and meet the sky.
 2. And through the field the road runs by to many-towered Camelot.
 3. And up and down the people go, gazing where the lilies blow round an island there below, the island of Shalott.
-

Can sentences begin with **and**?

1. On either side the river lie long fields of barley and of rye, that clothe the wold and meet the sky.
 2. **And** through the field the road runs by to many-towered Camelot.
 3. **And** up and down the people go, gazing where the lilies blow round an island there below, the island of Shalott.
-

Note the **rhythm**

- On **ei**ther **side** the **ri**ver **lie**
Long **fields** of **bar**ley **and** of **rye**,
That **clothe** the **wold** and **meet** the **sky**;
And **through** the **field** the **road** runs **by**
To many-towered Camelot;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.

Stressed &
unstressed
syllables


Rhyme scheme or pattern

- On either side the river **lie** **a**
Long fields of barley and of **rye**, **a**
That clothe the wold and meet the **sky**; **a**
And through the field the road runs **by** **a**
To many-towered **Camelot**; **b**
And up and down the people **go**, **c**
Gazing where the lilies **blow** **c**
Round an island there **below**, **c**
The island of **Shalott**. **b**
-

Try your hand at a **parody**

On either side the schoolyard . . .	a
Long . . .	a
That . . .	a
And . . .	a
To . . .	b
And . . .	c
	c
	c
	b

Other possible 2 syllable words:
 highway, freeway, harbour,
 backyard, railway, pathway,
 playground, platform, minefield



Here's one I prepared earlier

On either side the highway lie	a
Houses where the lawns are dry	a
Beneath the smog that fills the sky	a
And down the road the cars stream by	a
To some distant parking lot	b
And up and down the drivers go	c
If jams will let the traffic flow	c
To a suburb there below	c
The suburb of Shalott	b

Metaphor

- On either side the river lie
Long fields of barley and of rye,
That **clothe the wold** and meet the sky;
And through the field the road runs by
To many-towered Camelot;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.



Predictions



- On either side the river lie
Long fields of barley and of rye,
That clothe the wold and meet the sky;
And through the field the road runs by
To many-towered Camelot;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.

How might the poem continue?

What sort of a text is this?

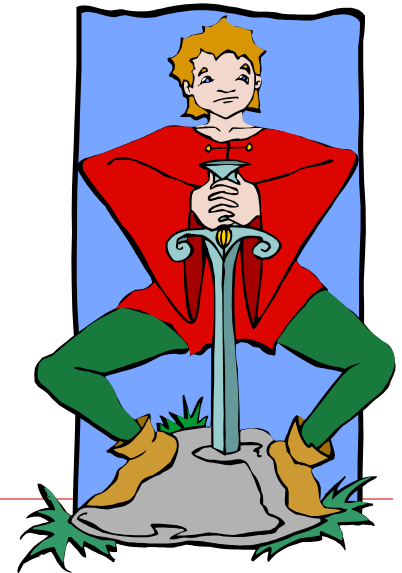
What's familiar here?

- On either side the river lie
Long fields of barley and of rye,
That clothe the wold and meet the sky;
And through the field the road runs by
To many-towered Camelot;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.

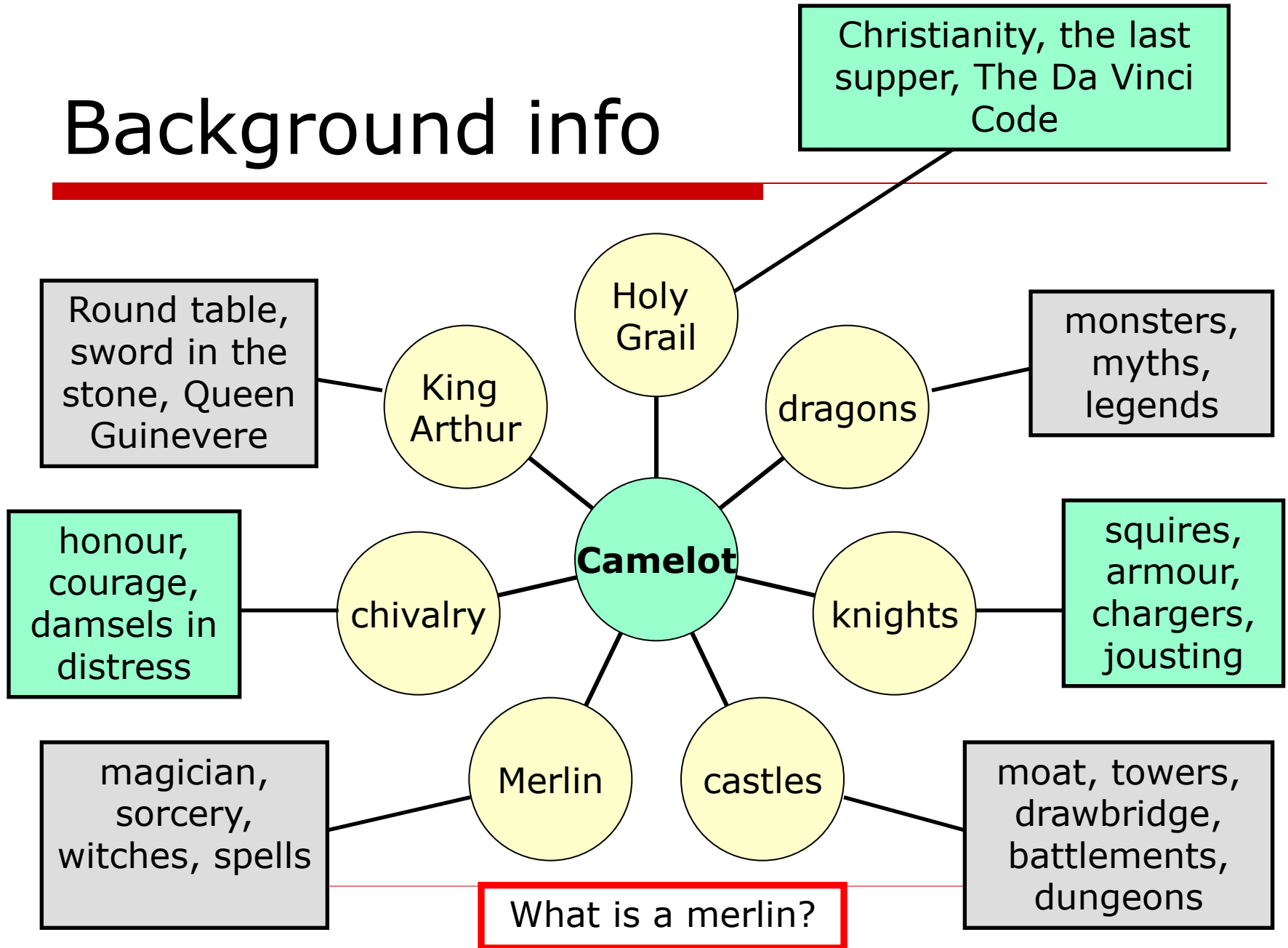
Are there any
connections with
existing
knowledge?

Does this ring a bell?

- On either side the river lie
Long fields of barley and of rye,
That clothe the wold and meet the sky;
And through the field the road runs by
To many-towered **Camelot**;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.



Background info





That's enough
with the 1st
stanza.


I think it's time
for students to
read my whole
poem.

What have we? – a narrative

Setting	place & time - where & when?
Characters	people – who is involved?
Plot	action, sequence of events – what happens?
Themes	ideas, issues – what is it about?

Narrative elements

Setting	medieval (legendary) England
Characters	Lady of Shalott, Sir Lancelot
Plot	Lady in tower, unexplained curse, lonely – yearns for love, sees Sir Lancelot in mirror, takes boat to Camelot, dies
Themes	Love, romance, magic, evil



What's the back story?

Expanding the story

Previous events –
the 'back story'



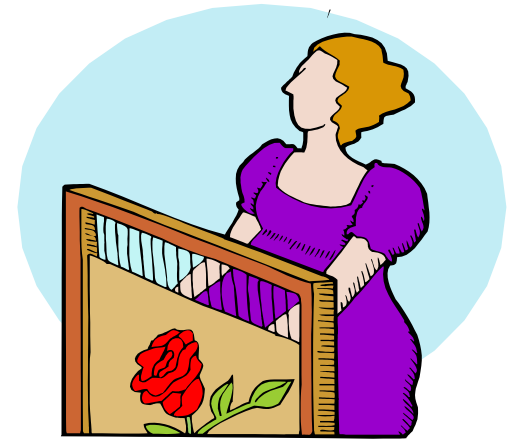
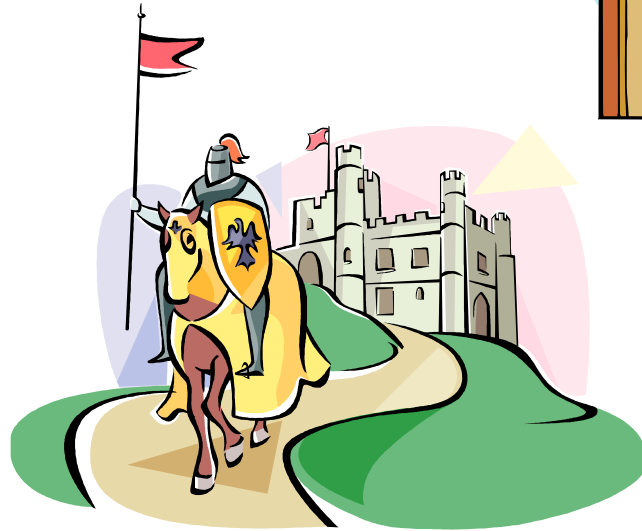
The story of
the poem

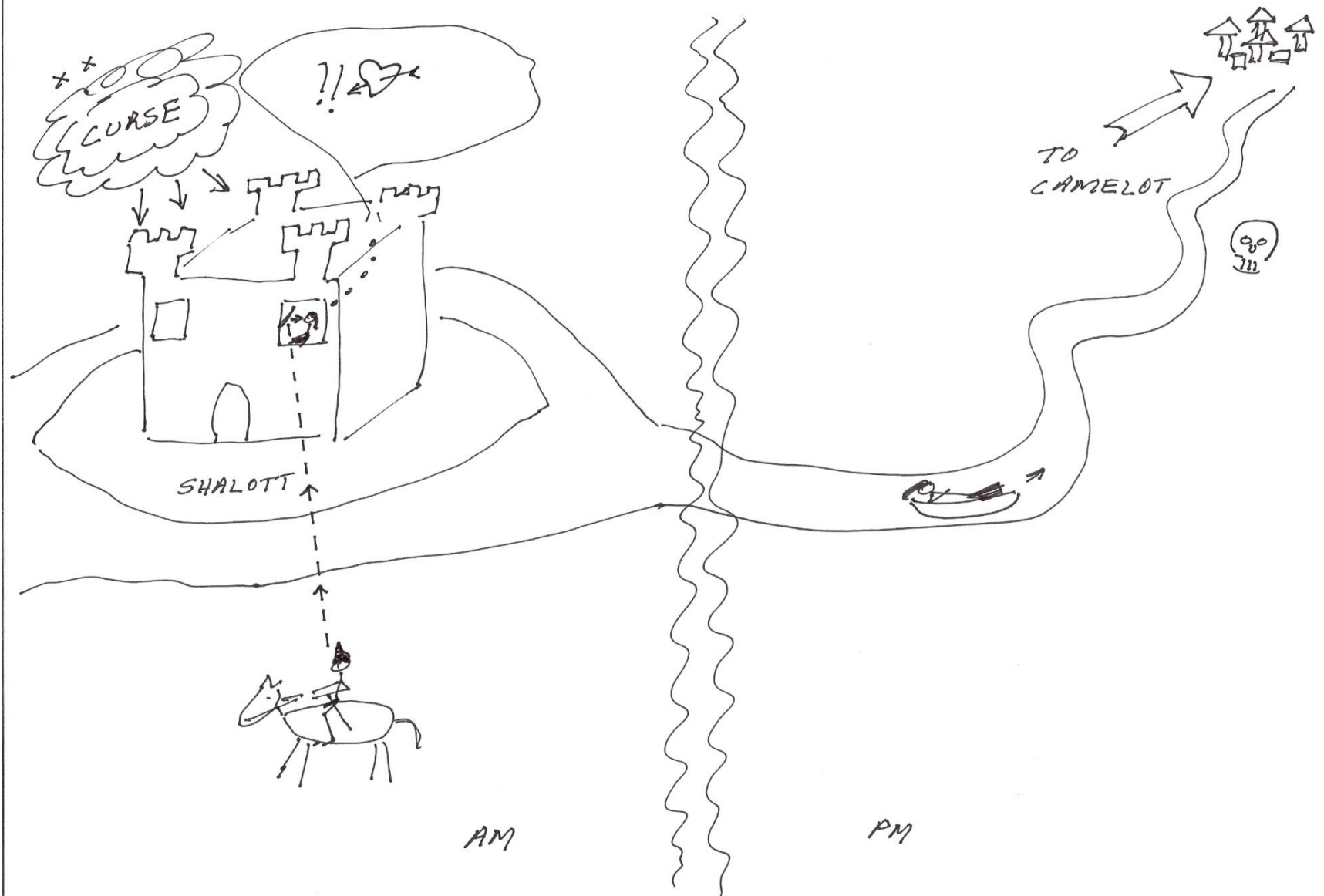


Possible future
developments

“Sketch to stretch” from FLIP

- Design an image to **represent** the poem (or part thereof) – drawing talent not necessary





One I prepared earlier

Representation

Selection of **subject matter**

Depiction of that subject matter

visual art

writing

shape, colour, light,
texture etc

generic structure,
grammar, vocabulary





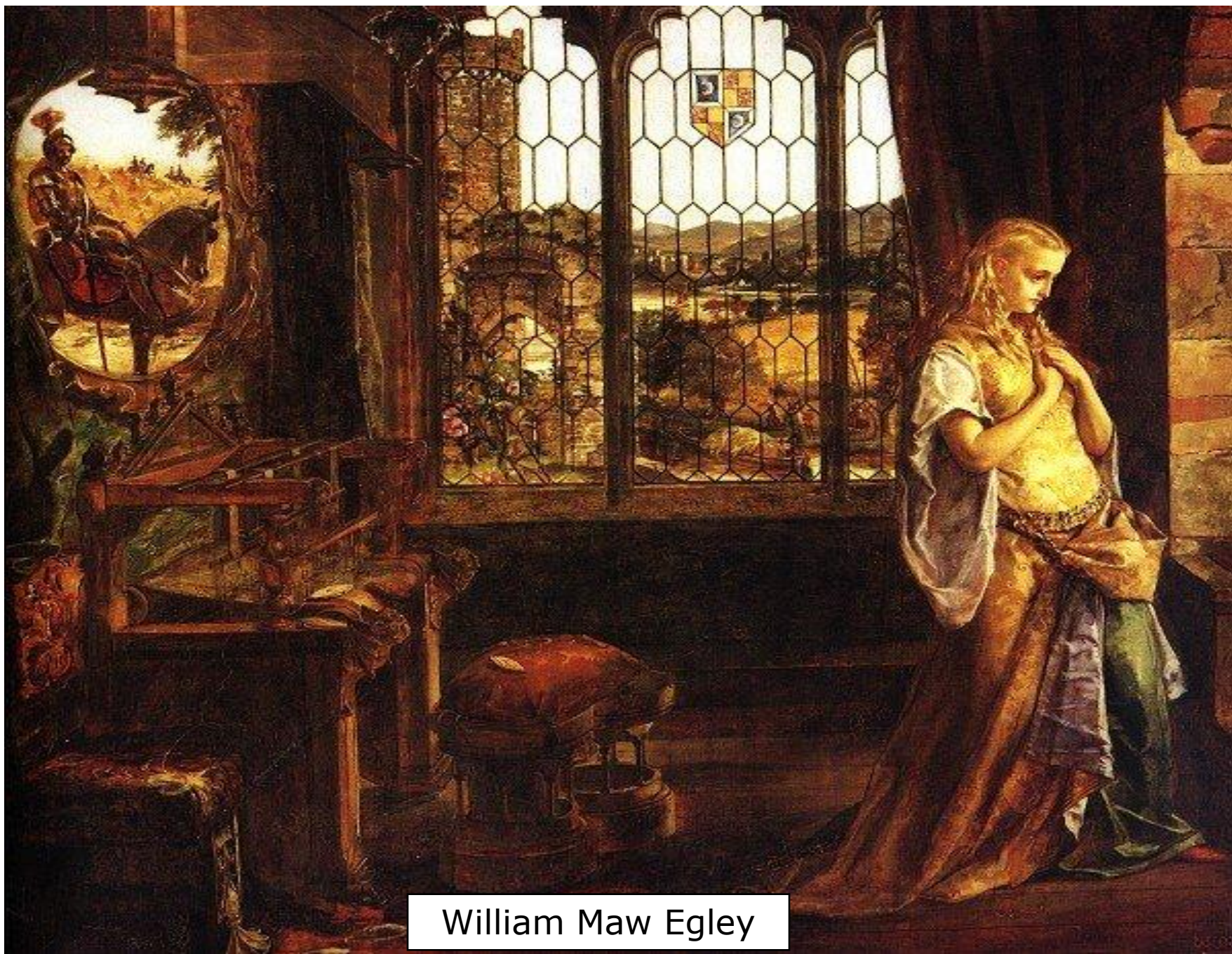
Some talented
artists have
responded to my
poem –
contemporaries of
mine called **Pre-
Raphaelites.**

Check out their
work.

**And at the closing of the day She loosed the chain, and down she lay;
The broad stream bore her far away, The Lady of Shalott.**



John William Waterhouse, 1888



William Maw Egley

But in her web she still delights
To weave the mirror's magic sights,
For often through the silent nights
A funeral, with plumes and lights
And music, went to Camelot;

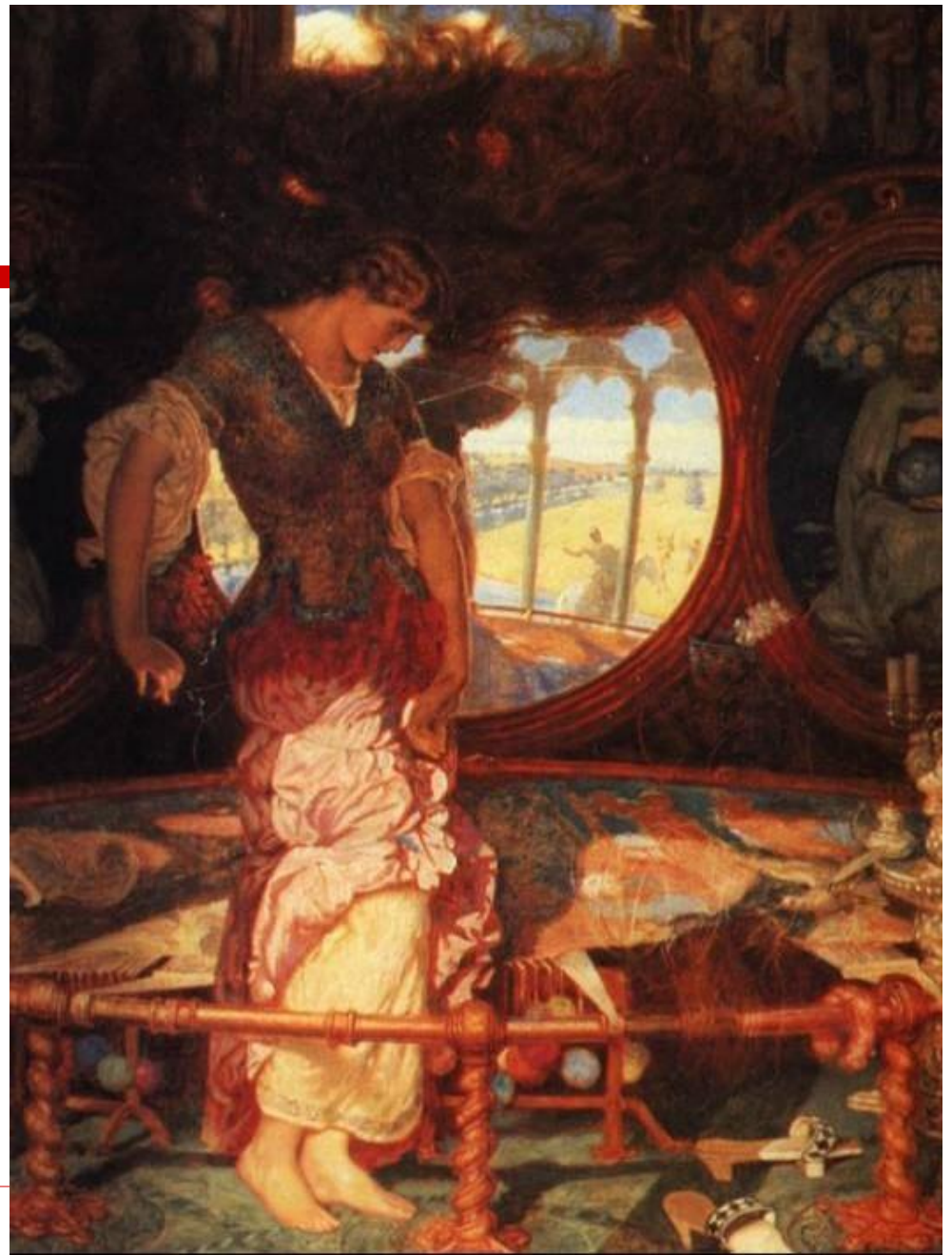
Or when the moon was overhead,
Came **two young lovers lately**
wed.

"I am half sick of shadows," said
The Lady of Shalott.



John Sydney Meteyard

William Holman Hunt



What specific part of the poem might this picture be in response to?

Stanza 13

She left the web, she left the loom,
She made three paces through the room,

John William Waterhouse, 1894



Stanza 14

Down she came and found a boat
Beneath a willow left afloat



John Atkinson Grimshaw

Stanza 17

For ere she reached upon the tide
The first house by the water-side,
Singing in her song she died,
The Lady of Shalott.



Arthur Hughes

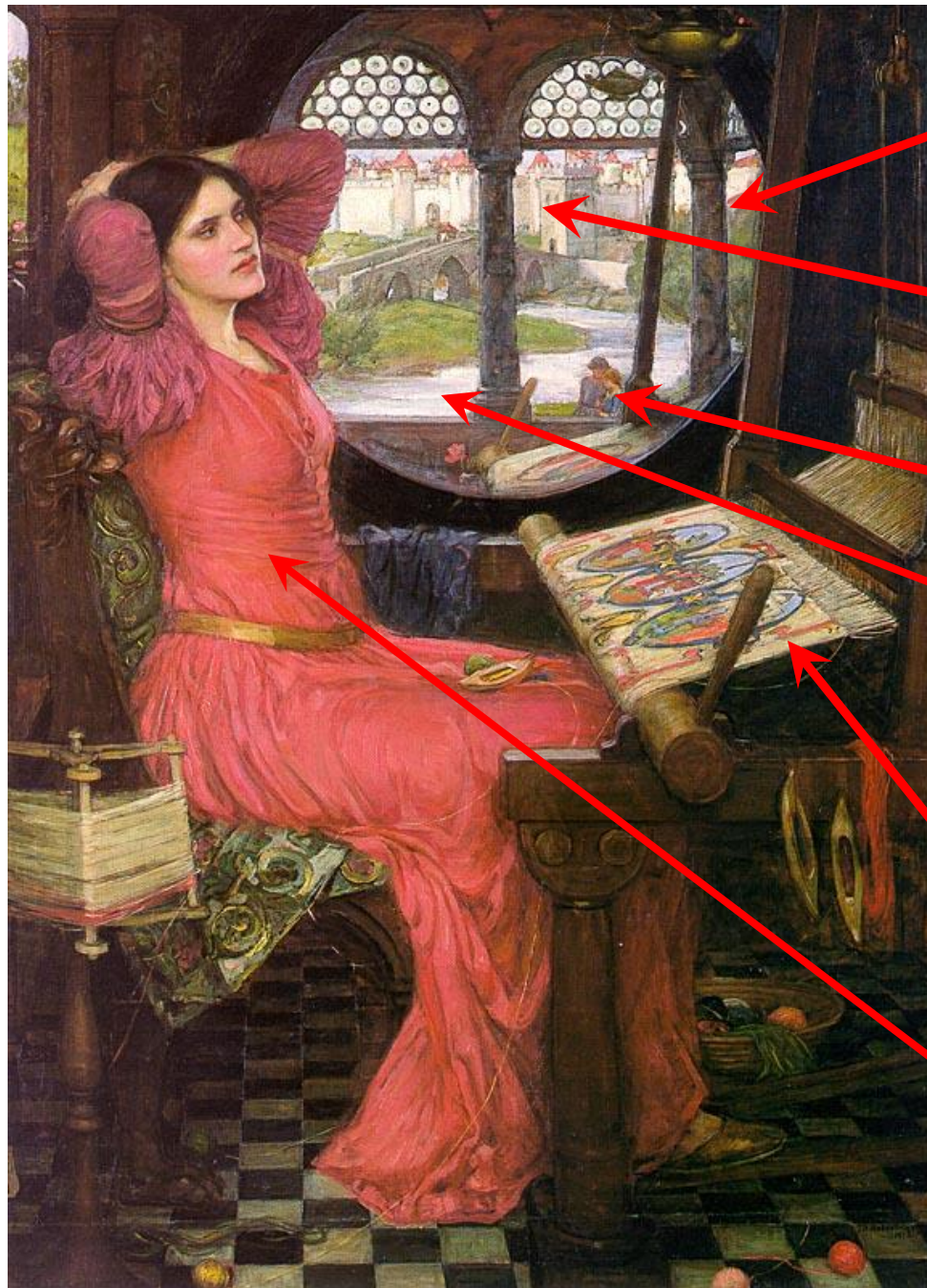


What can you identify in the painting?

Stanza 8

But in her web she still delights
To weave the mirror's magic sights,
For often through the silent nights
A funeral, with plumes and lights
And music, went to Camelot;
Or when the moon was overhead,
Came two young lovers lately wed.
"I am half sick of shadows," said
The Lady of Shalott.

"I am half sick of shadows"
John William Waterhouse, 1916



mirror

many towered Camelot

Who are these figures?

The river

The loom on which
she weaves her web

Of course, the Lady
of Shalott herself



Artist: Charles Keeping in 'The
Oxford Treasury of Classic
Poems'

Willows whiten, aspens **quiver**,
Little breezes dusk and **shiver**
Through the wave that runs for
ever

By the island in the **river**
Flowing down to **Camelot**.
Four grey walls, and four grey
towers,
Overlook a space of **flowers**,
And the silent isle **embowers**
The Lady of **Shalott**.



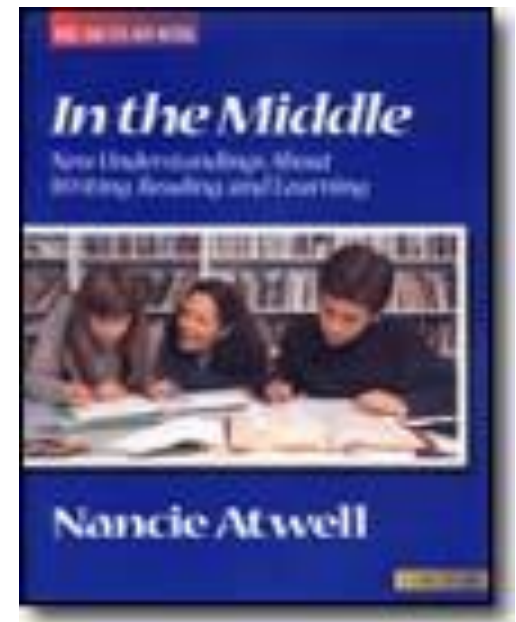
What's this
**writing
workshop**
business all
about?

Source of procedures

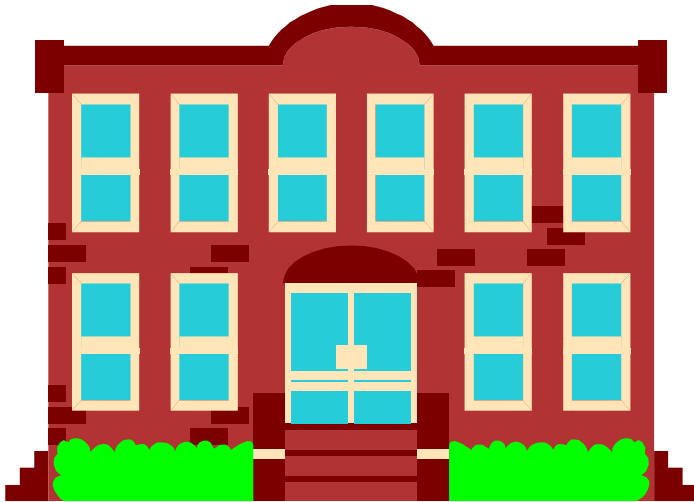
□ **In the Middle: New Understandings about Writing, Reading, and Learning, Second Edition**

Author: Nancie Atwell

First published in 1987, *In the Middle* has been widely hailed for its honest examination of how teachers teach, how students learn, and the gap that lies between. *Boynton/Cook*. 546 pp. 1998. Grades K–12. ISBN 0-86709-374-9.



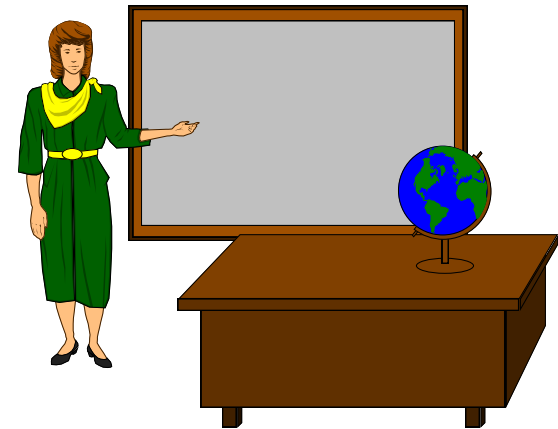
My School Context



- ☐ 70 minute periods
 - ☐ 20 period week
 - ☐ 4 period day
 - ☐ English allocated 3 periods a week
 - ☐ some ability streaming
-

Standard Unit Format

- ❑ organized around an integrating device
- ❑ 3 phases:
 - orientating
 - enhancing
 - synthesising
- ❑ assessment tasks arise from final phase



A very useful model, but ...

Some Perceived Problems

- ❑ marking comes all at once
- ❑ marking makes little contribution to student learning
- ❑ topics/genres/materials selected by teacher - limited choice for students
- ❑ minimal output required



Writing Workshop Features

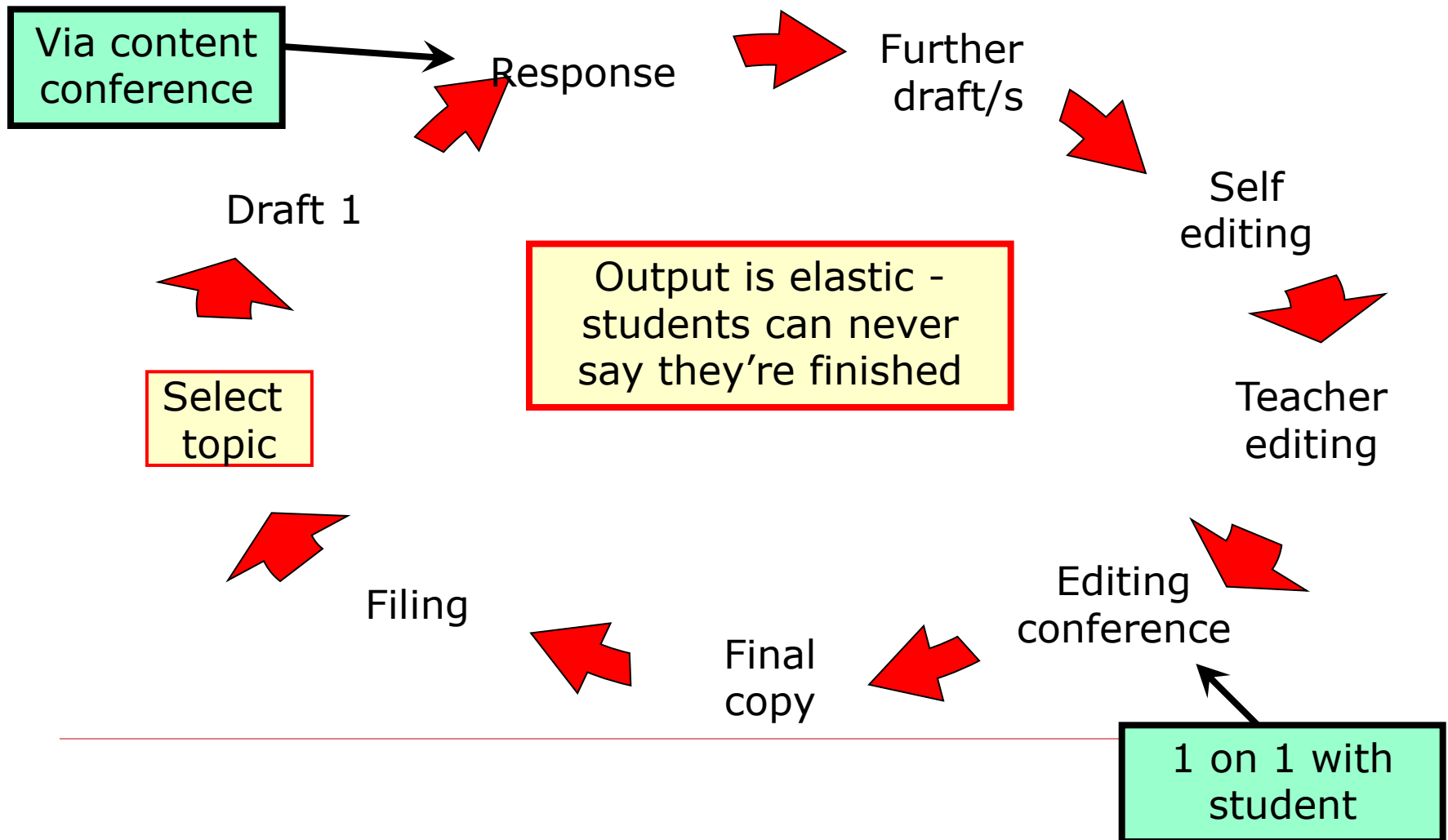
1. students select tasks from a list of suggestions
 2. regular submission of drafts but no set dates
 3. Feedback on drafts but grade on term output
 4. class time for actual writing
 5. elastic output requirement
-

Organizational Pattern

- ❑ **Intro unit** of 2 weeks at start of term then -
- ❑ **Writing Workshop** - 2 lessons per week, e.g. Mondays & Thursdays
- ❑ **Reading Workshop** - 1 lesson per week, e.g. Fridays



Writing workshop process



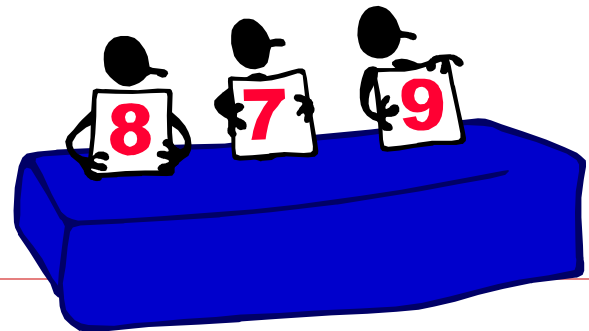
Writing workshop daily plan

Mini lesson	15-20 mins
Status reports	5 mins
Writing session	35-40 mins
Group share	5 mins



Assessment

- ❑ overall review of term output instead of grading individual pieces
- ❑ output evaluated for quality and quantity
- ❑ students invited to do their own evaluation



A variety of writing tasks

- ☐ News report
- ☐ Editorial
- ☐ Short story
- ☐ Feature article
- ☐ Business letter
- ☐ Formal report
- ☐ Drama script
- ☐ Diary entries

- ☐ Real estate ad
- ☐ Job advertisement
- ☐ Job application
- ☐ Meeting minutes
- ☐ Sports report
- ☐ Travel feature
- ☐ Review
- ☐ Historical narrative

imaginative re-creation

Sample news report

☐ **Corpse disturbs royal party**

- ☐ Festivities at King Arthur's palace were disturbed last night when a boat containing the dead body of a beautiful young woman mysteriously turned up at the nearby river dock. The body is thought to be that of Lady Judith Percy of Shalott but a positive identification has yet to be made.



Sample editorial



- ❑ **Action needed to suppress witchcraft**
 - ❑ The recent mysterious death of the Lady of Shalott should be ringing alarm bells about the threat of witchcraft in the kingdom. Surgeons at the Royal Infirmary found no signs of injury on the body and no indications that the deceased was suffering from any known disease. Accordingly, the Camelot Coroner's Court had no option but to return a verdict of death by supernatural causes.
-

Sample letter to the editor



☐ **Witchcraft panic opposed**

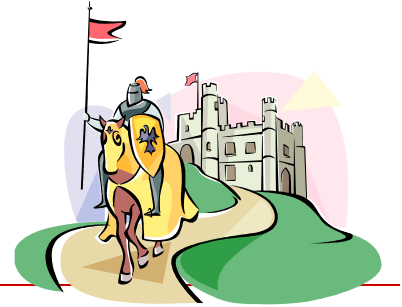
- ☐ I found your recent editorial arguing for a crack-down on suspected witches profoundly disturbing. This is not, as you might suppose, because I agree with your reading of the situation and am fearful of the power of witchcraft, but rather because I am sure that many innocent people will suffer unjustly if your call is heeded by the authorities.
-



Sample real estate ad

- ❑ **Four towered castle & private island**
- ❑ Situated on its own picturesque island in the beautiful River Wye just five miles upstream from down town Camelot, the Castle of Shalott is the ideal country estate. It would suit a feudal lord wishing to expand his existing landholdings or perhaps even a Round Table Knight seeking the peace and seclusion of country life after strenuous years spent in the quest for the Holy Grail.

Sample short story



- As he trotted down the road beside the river, between yellow fields where sheaves of newly harvested barley stood in the sunshine, Sir Lancelot was unaware that he was being observed. With his mind firmly fixed on his destination of Camelot and the feast that would be held that night in King Arthur's palace, he gave little thought to the small grey stone castle on the Island of Shalott in the middle of the stream.
-



Sample job ad

- **Background:** The Royal Chancellery provides advice to His Majesty King Arthur on all matters affecting the government of the kingdom and has primary responsibility for putting his royal decisions into effect. Merlin, senior magician and advisor to the King, has requested His Majesty's permission to retire from the court within the next six months. Accordingly, a replacement is now sought for this prestigious and influential position within the Chancellery.
-



Sample job application

- ☐ I wish to apply for the position of Court Jester to His Majesty King Arthur which was advertised in today's edition of the *Camelot Courier*.
 - ☐ Until recently I was in the employ of Baron Brian of Uppington where I had served to the great mirth of his entire household for nigh on seven years. Sadly, the good baron recently succumbed to a fatal heart attack whilst laughing uproariously at one of my funnier jokes and thus I have come to Camelot seeking a new post.
-

Sample police report

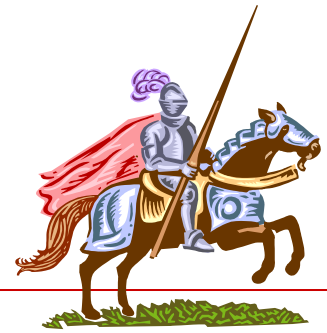
1. At 9:15 pm on the evening of Tuesday 14 September a report was received at the Camelot City Watch House that a boat containing the body of a young woman had been seen at the river wharf near the royal palace. Constable John Armstrong and I were detailed to attend to the incident and we immediately proceeded to the riverside docks area.



Sample historical narrative

- On the banks of the River Wye some ten kilometres upstream from the town of Tintagel is a picturesque little village called Shalott. On the outskirts of the village there is a small island in the middle of the stream. On it are the remains of a ruined castle thought to have been built in the 9th Century. Locals believe that the island and the castle that once stood there are connected with the poem entitled “The Lady of Shalott” by the Victorian era poet Alfred, Lord Tennyson. The local version of the story goes thus:
-

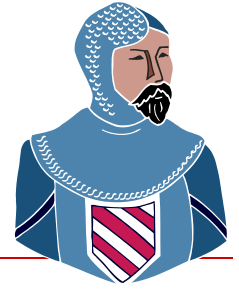
Sample sports report



- ☐ **New knight dominates tournament**
 - ☐ Sir Bedivere, a relative newcomer to Camelot, dominated the jousting tournament conducted at the royal lists on Saturday afternoon.
 - ☐ Mounted on an impressive black charger, this young knight showed a sure seat and a level of skill with lance and shield that will be the envy of many of the more seasoned warriors in the kingdom.
-



Sample drama script



- **King:** Well, Lancelot, what was the cause of all the commotion?
 - **Lancelot:** A mysterious death, Sire. An open boat had turned up at the strand dock. Apparently it had just drifted down river with the current; there were no oars to be seen. In it, lying on her back in a composed posture was a young woman in an expensive looking snowy white gown. There was no obvious sign of injury or sickness but she was quite dead.
-

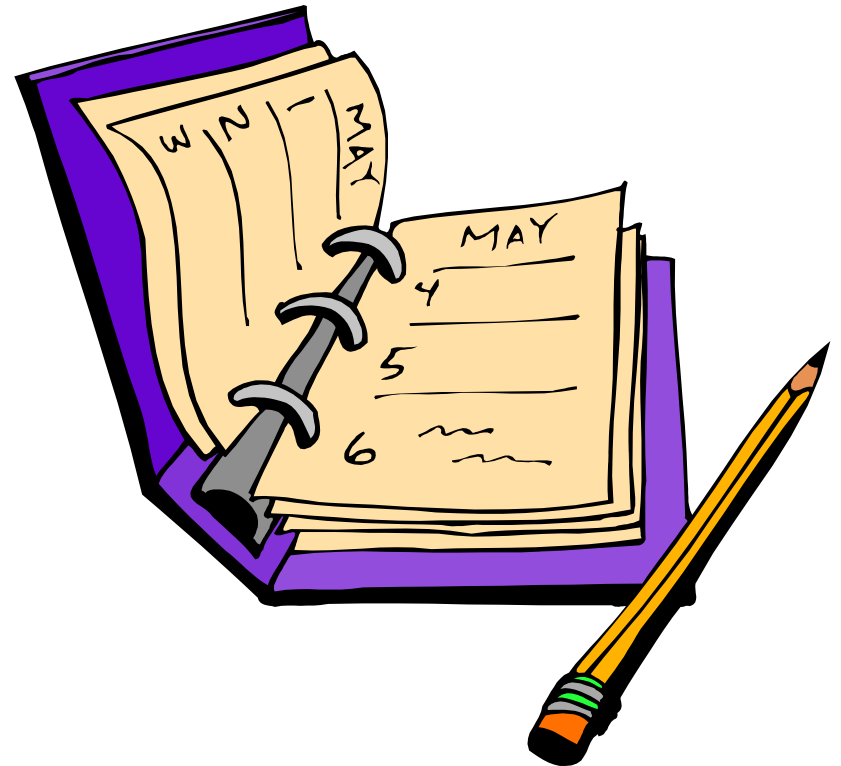
Sample minutes



- ❑ **Opening:** The meeting was declared open at 6:30 pm with Head Witch Grizelda in the chair.
 - ❑ **Attendance and Apologies:** Thirteen members were in attendance as recorded on the accompanying roll. An apology was recorded for Weird Sister Winnifred who was recovering from a scald sustained while dropping the liver of a blaspheming Jew into her cauldron.
-

A generated text

- ❑ **The Very Secret Diary of Lady Elaine of Astolat**
- ❑ **a.k.a The Lady of Shalott**
- ❑ By Vera Nazarian
- ❑ <http://www.mamohanraj.com/Camelot/vsdcamelot.html>



Reading Workshop Features

- ☐ students read books of own choice
- ☐ class time for actual reading
- ☐ shared reading/discussion of short texts
- ☐ students write about their reading in a Response Journal



Reading workshop daily plan

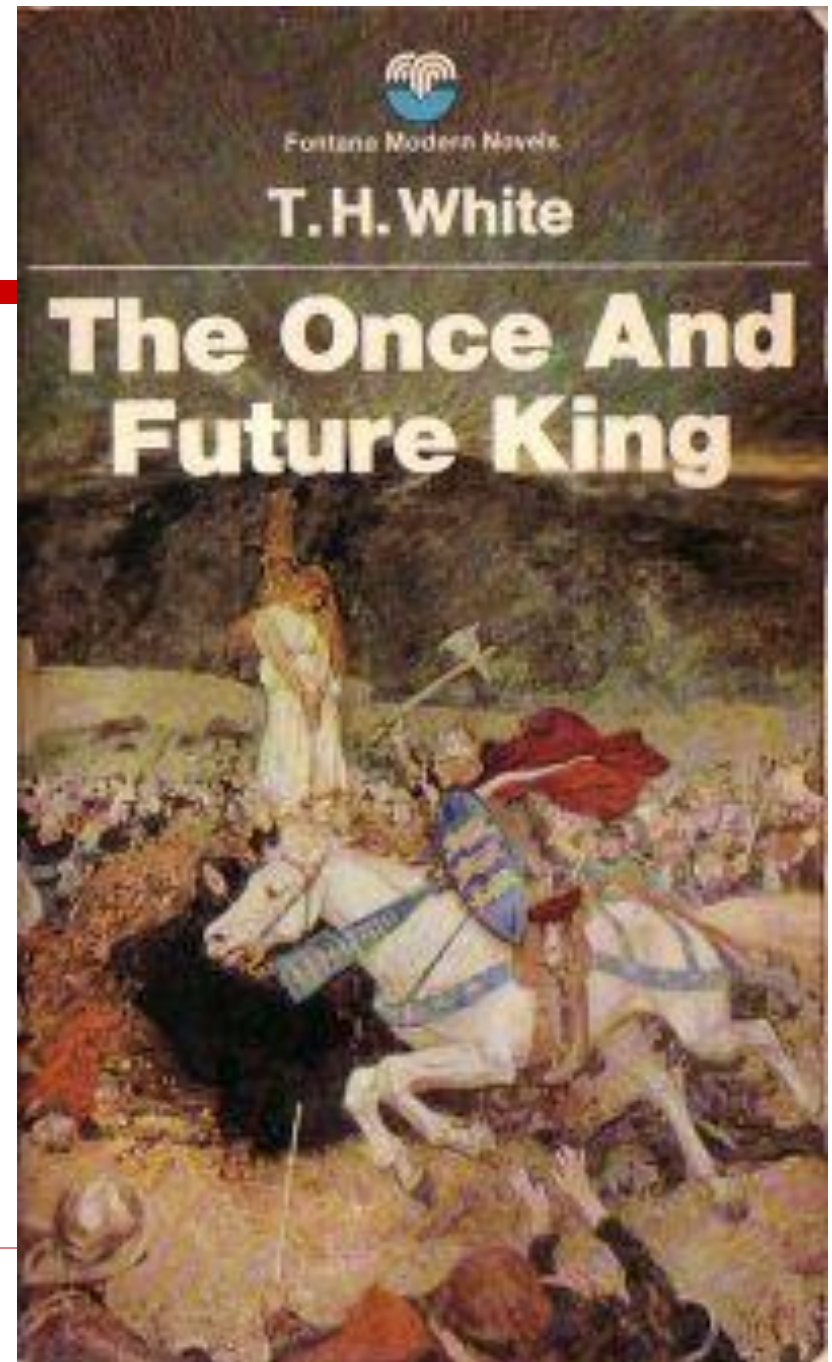
Mini Lesson Reading & discussion of associated short texts – poems, short stories, novel extracts, background non fiction	25-35 mins
Workshop Session 1. Individual reading 2. Response journal writing	35-45 mins



For this unit these texts would relate to the poem in some way.

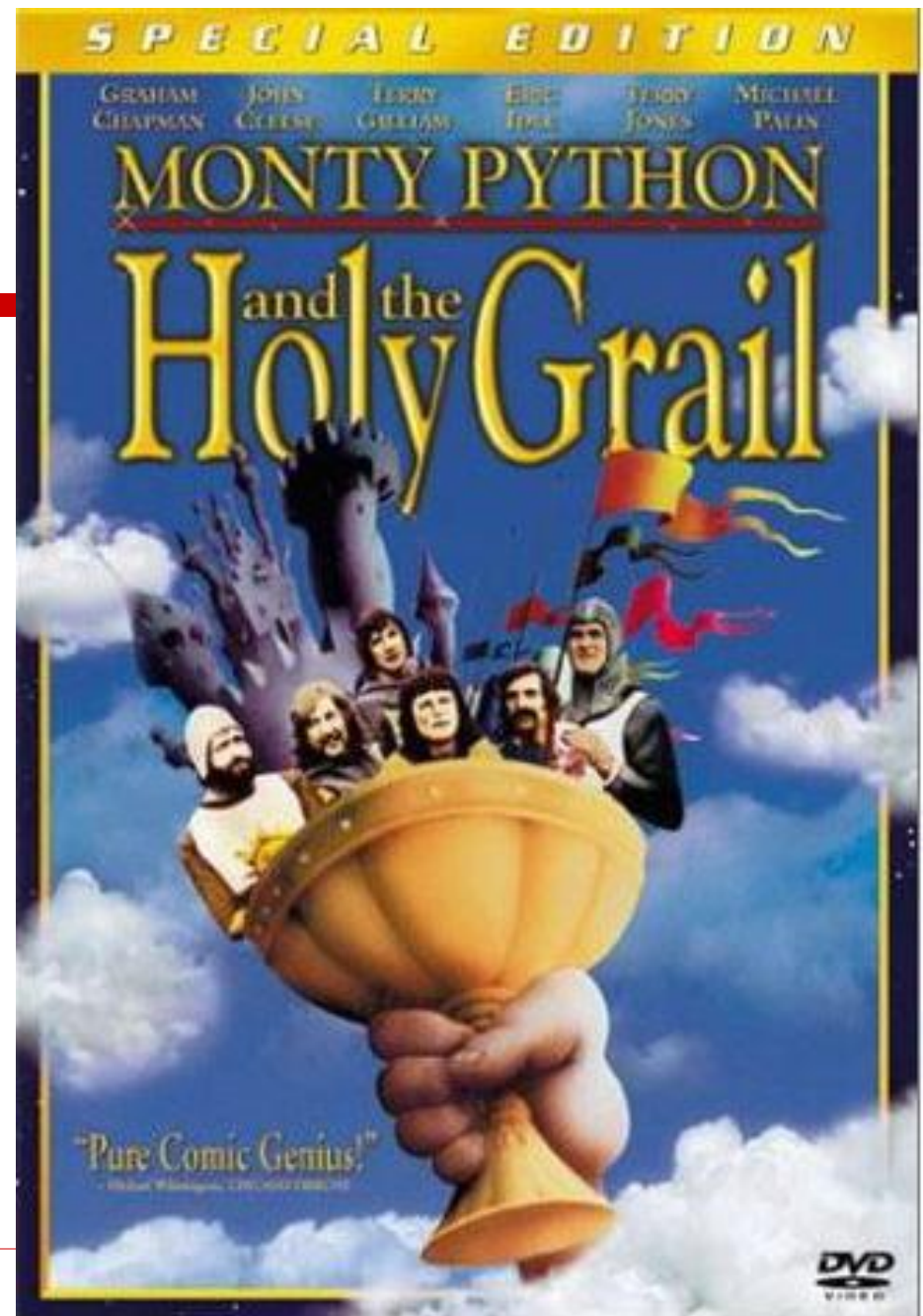
Associated Texts

- I. The Sword in the Stone
 - II. The Witch in the Wood
 - III. The Ill-Made Knight
 - IV. The Candle in the Wind
 - V. The Book of Merlyn
-



Associated Texts

- ❑ Script available on internet



Song lyrics
available on
internet:

- Camelot
- C'est Moi
- Then you
may take me
to the fair

RICHARD BURTON JULIE ANDREWS ROBERT GOULET

Camelot



CO-STARRING

RODDY McDOWALL

BOOK AND LYRICS BY
ALAN JAY LERNER

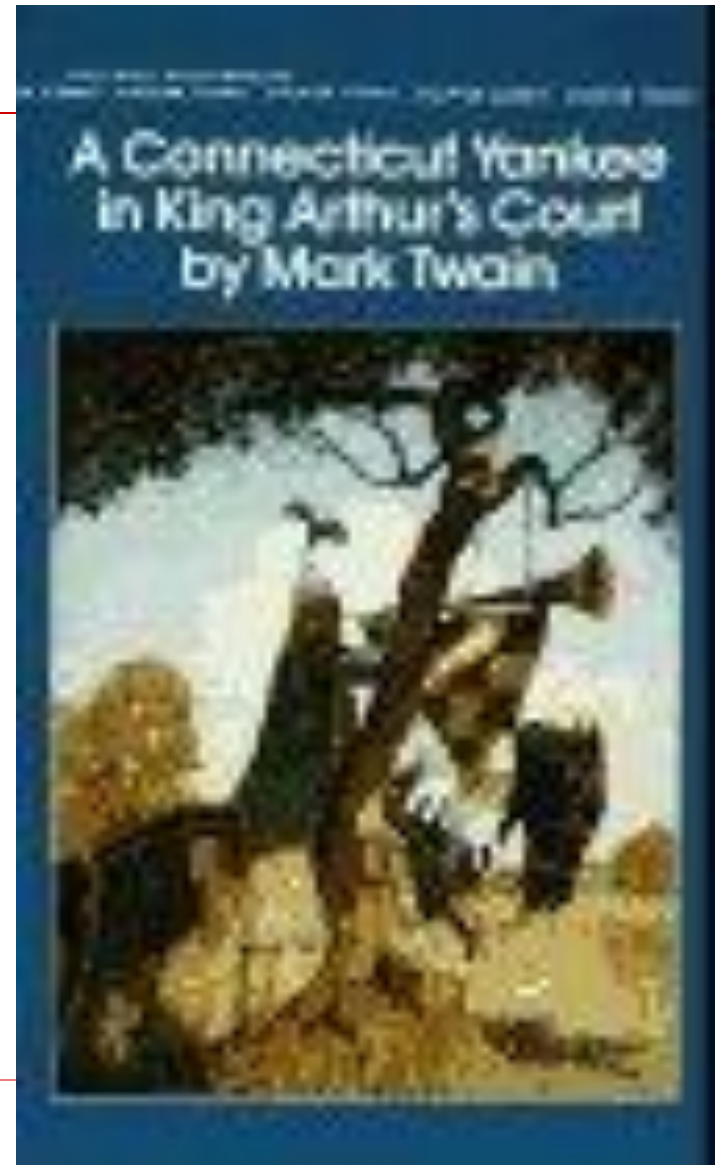
MUSIC BY
FREDERICK LOEWE

PRODUCTION STAGED BY
MOSS HART

PRODUCED FOR RECORDS BY GOODARD LIEBERSON

Other material

- ❑ *Fantasy: The Definitive Illustrated Guide*, David Pringle (ed), London, Carlton Books, 1998 (updated edition 2002) ISBN 1 84222 747 5
- ❑ *A Connecticut Yankee in King Arthur's Court*, Mark Twain, 1889.



Some related poems

- *Lochinvar* by Sir Walter Scott
 - *La Belle Dame sans Merci* by John Keats
 - *Death the Leveller* by James Shirley
-



Canadian singer
Loreena McKennitt.

"The Lady of Shalott"
is on her CD entitled
"The Visit"



OK, enough
already!

What about
this
**functional
grammar**
stuff?

Functional Grammar

■ Features of sample texts:

1. Subject matter
2. Generic structure
3. Paragraph organization

4. Grammar

Not just
avoiding
errors

5. Vocabulary
6. Punctuation
7. Layout

Making the
patterns in
effective
texts evident
to students

'Mini lessons' will
frequently focus
on genre samples



Sample editorial

- Grammar features noted:
 - Nominal (noun) group structure (Epithets, Qualifiers)
 - Items in Theme position
 - 3rd vs 1st person
 - Modality via auxiliary verbs & adverbs
 - Verb/Process types
 - Evaluative adjectives
-

Noun (Nominal) Group Structure

Pre-modification	Head Word (main noun)	Post-modification
-------------------------	---------------------------------	--------------------------



Nominal (Noun) Group Structure

Pre-modification				Head Word	Post-mod
Deictic	Numerative	Epithet	Classifier	THING	Qualifier
which one	how many	what quality	what type	Main noun	further info
Pointer	Counter	Describer			

Terms like these
could be useful

Noun (Nominal) Group Structure

Pre-modification				Head Word	Post-mod
deictic	numeration	epithet	classifier	THING	qualifier
which one	how many	what quality	what type	Main noun	further info
the	many	brave	Round Table	knights	known to legend

Noun (Nominal) Group Structure

Pre-modification				Head Word	Post-mod
deictic	numerative	epithet	classifier	THING	qualifier
which one	how many	what quality	what type	Main noun	further info
		long		fields	of barley and of rye

Nominal (Noun) Group Structure

deictic	num	epithet	class	THING	qualifier
<i>the</i>		<i>recent mysterious</i>		<i>death</i>	<i>of the Lady of Shalott</i>
<i>the</i>				<i>suggestion</i>	<i>that dark powers were at work</i>

Prepositional
phrase as Qualifier

Embedded clause
as Qualifier

Nominal (Noun) Group Structure

deictic	num	epithet	class	THING	qualifier
				<i>reapers</i>	<i>working in the barley and rye fields that line both sides of the river in that area</i>
<i>the</i>			<i>barley and rye</i>	<i>fields</i>	<i>that line both sides of the river in that area</i>